



The Challenge of the Common Core State Standards
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Standards changes are hard, but they are especially hard in this case...



- These standards are at a higher level than previous standards.
- These standards have a different style and organizational structure that makes them more challenging for schools to work with.
- Common core standards are based on different theories (reading comprehension, writing, differentiated instruction) than past standards, so they are qualitatively different in several ways.

Design and Organization



Three main sections

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects

Shared responsibility for students' literacy development

Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples

CCSS English Language Arts

Reading

Writing

Speaking
and
Listening

Language

CCR Anchor Standards

Grade Specific Standards

1. Backmapping



- Traditional standards have started with kindergarten and then added years of work on top of those.
- Past standards have focused heavily on existing curricula and notions of development.
- The common standards began with college and career readiness standards and then backmapped from there.
- This means that the standards demand growth designed to ensure that students reach graduation targets (rather than depending so heavily on what we have done in the past).
- This means that these standards are more challenging.

BACKMAPPING: READING KEY IDEAS

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- With prompting and support, ask and answer questions about details/information and events in literature and informational text (K)
- Ask and answer questions about key details/information and events in literature and informational text (1)
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details/ information and events in literature and informational text (2)
- Ask and answer questions to demonstrate understanding, explicitly using the text (literary and informational) as the basis for answers (3)

BACKMAPPING: READING KEY IDEAS

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Draw on details and examples from a text to support statements about the literary and informational texts (4)

Quote from literary and informational texts to support statements about the text (5)

Cite specific textual evidence to support analysis of what the literary and informational texts say explicitly as well as inferences drawn from the texts (6)

Cite several sources of textual evidence when useful to support analysis of what literary and informational texts say explicitly as well as inferences drawn from the text (7-8)

Cite specific textual evidence (in social studies/history) to support analysis of primary and secondary sources (6-8)

BACKMAPPING: READING KEY IDEAS

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- Cite specific textual evidence to support analysis of scientific and technical texts (6-8)
- Cite evidence in literary/informational texts that most strongly supports a specific analysis of what the text say explicitly as well as inferences drawn from the text (9-10)

Cite specific textual evidence (in history/social studies) to support analysis of primary and secondary sources, attending to such features as the date and origin of the information (9-10)

- Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions (9-10)

BACKMAPPING: READING KEY IDEAS

- Cite strong and thorough textual evidence (literary, informational) to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain (11-12)
- Cite specific textual evidence (in history/social studies) to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (11-12)
- Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information (11-12)

2. Coordinated structure



- Standards are usually somewhat random lists of skills, knowledge, and strategies.
- The common core state standards have very strong progressions and an organization that requires attention.
- Strong connections across comprehension, oral language, speaking and writing.

Model for English Language Arts Common Core State Standards

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Reading
Language

Writing

Speaking
& Listening
Language

3. Challenging Text



Text difficulty is central and all cognitive skills have to be executed within texts of a specified difficulty range.

- **Students will likely be taught from texts that are more challenging than in the past.**
- **Emphasis on stretching students to meet the demands of reading harder text (rather than on placing students in the leveled reader according to instructional level).**
- **Need to learn how to scaffold challenging reading.**

Text Complexity - ACT Study

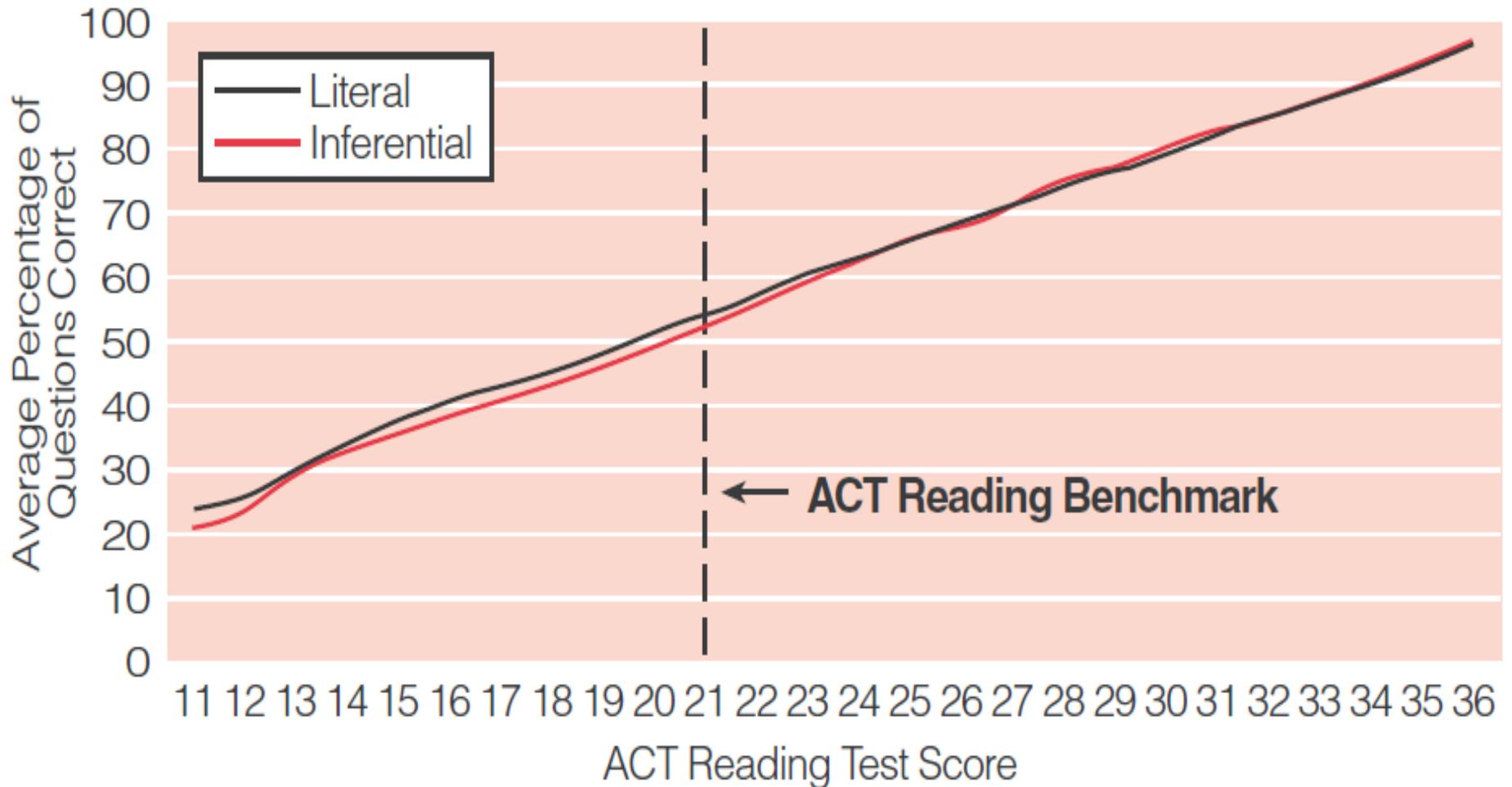
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- Purpose: Determine what distinguished the reading performance of students likely to succeed in college and not.
- **Process:**
 - ✦ Set benchmark score on the reading test shown to be predictive of success in college (“21” on ACT composite score).
 - ✦ Looked at results from a half million students.

Performance on the ACT Reading Test by Comprehension Level

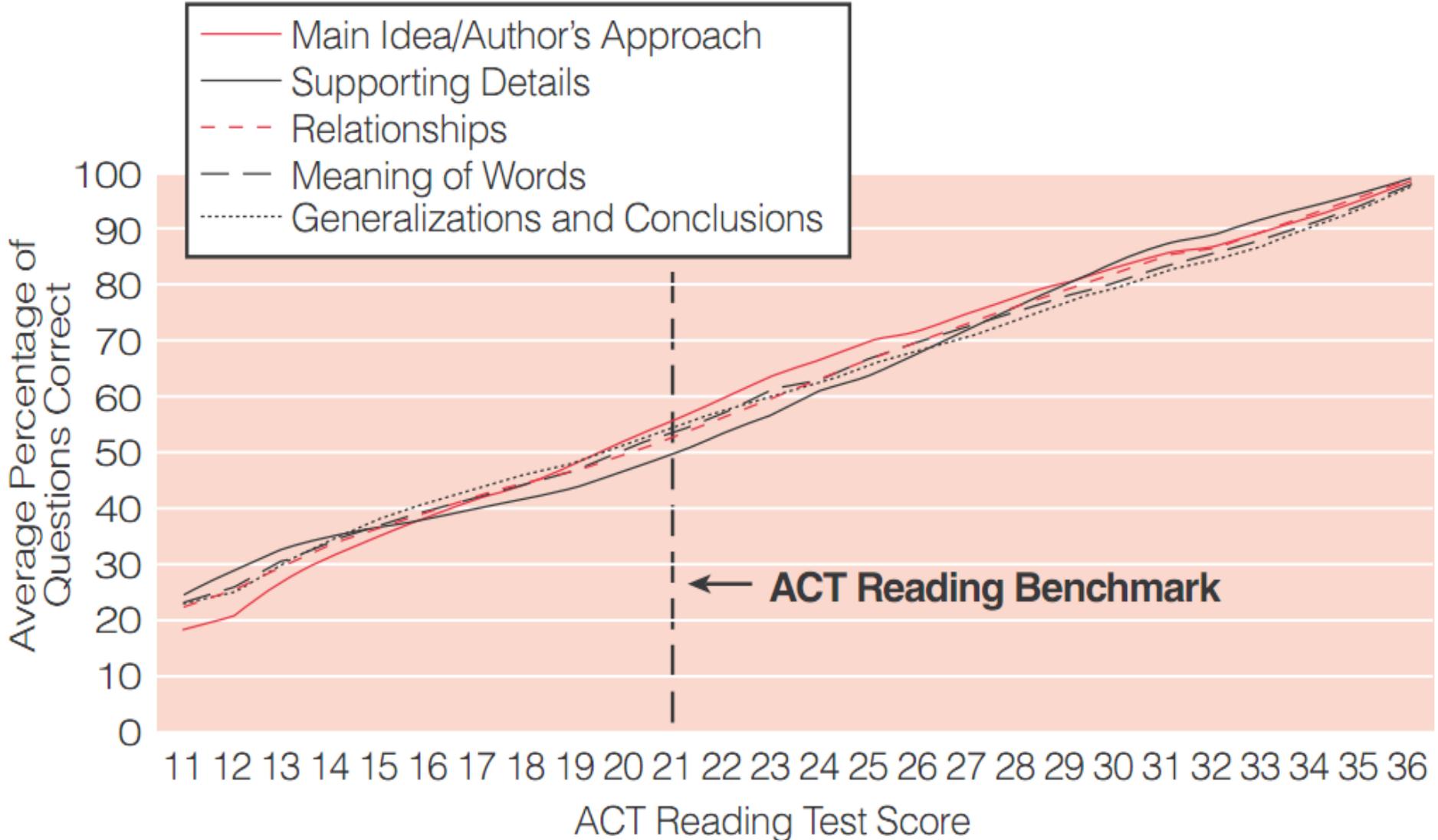
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(Averaged across Seven Forms)



Performance on the ACT Reading Test by Textual Element

(Averaged across Seven Forms)



Text Complexity Matters

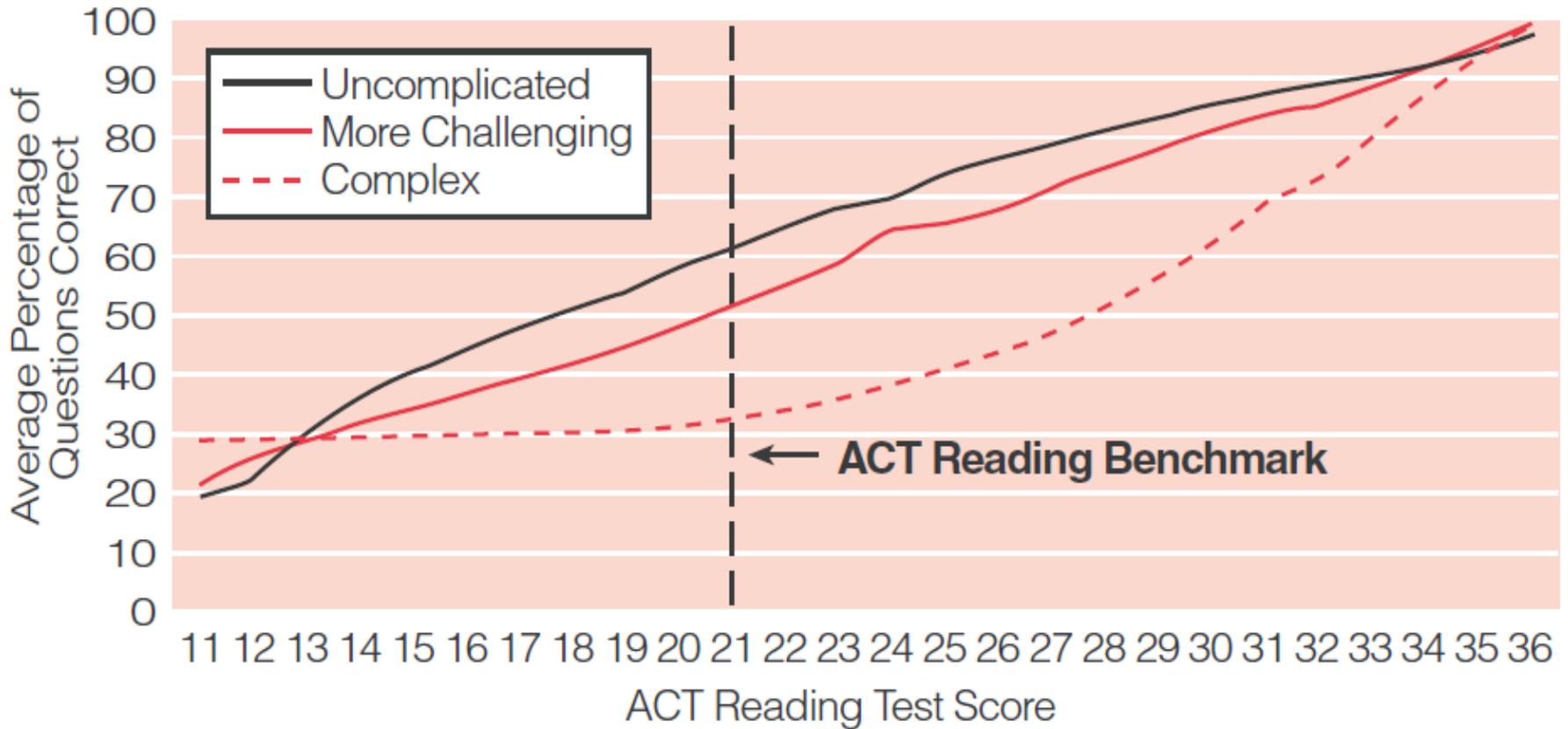
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Texts used in the ACT Reading Test reflect three degrees of complexity:

- uncomplicated,
- more challenging, and
- complex.

Performance on the ACT Reading Test by Degree of Text Complexity (Averaged across Seven Forms)

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Recap of ACT Findings

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Question type and level (main idea, word meanings, details) is NOT the chief differentiator between student scoring above and below the benchmark.

The degree of text complexity in the passages acted as the “sorters” within ACT. The findings held true for both males and females, all racial groups and was steady regardless of family income level.

What students could read, in terms of its complexity--rather than what they could do with what they read—is greatest predictor of success. FCAT has complex passages and highly cognitive demanding questions.

Common Scale for Band Level Text Difficulty Ranges

Common Scale for Band	Text Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05-2.48	3.53-6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84-5.75	5.42-7.92
6th-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11-10.66	7.04-9.57
9th-10th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02-13.93	8.41-10.81
11th-CCR	11.20-14.10	67-74	10.34-14.20	1185-1385	12.30-14.50	9.57-12.00

Key:

- ATOS ATOS® (Renaissance Learning)
- DRP Degrees of Reading Power® (Questar Assessment, Inc.)
- FK Flesch Kincaid® (public domain, no mass analyzer tool available)
- Lexile Lexile Framework® (MetaMetrics)
- SR Source Rater© (Educational Testing Service)
- RM Pearson Reading Maturity Metric© (Pearson Education)

Measures not in concordance table:

- REAP (Carnegie Mellon University)
- Coh-Metrix (University of Memphis)

FCAT 2.0

Reading Achievement Level Descriptions



- **FCAT Reading Level 5: Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to**
- **FCAT Reading Level 4: Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to**
- **FCAT Reading Level 3: Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to**

FCAT 2.0

Reading Achievement Level Descriptions



- **FCAT Reading Level 2:** Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to
- **FCAT Reading Level 1:** Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to identify

4. Close Reading



- Students will need to engage to a greater extent in deep analysis of the text and its meaning and implications.
- Less emphasis on background information, comprehension strategies, picture walks, etc. (though these still can be brought in by teachers).
- Greater emphasis on careful reading of a text, weighing of author's diction, grammar, and organization to make sense of the text.
- Rereading will play a greater role in teaching reading.

5. Content Literacy



- Past standards have not made a big deal out of reading in history/social studies or science.
- Past emphasis was on learning how to read (and the idea was that students could apply these skills to content area textbooks).
- However, research is revealing unique reading demands of the various disciplines (reading history is not the same thing as reading literature, etc.).
- The common core state standards requires specialized reading emphasis for history/social studies and science/technical subjects.

6. Multiple Texts



The common core state standards emphasize the interpretation of multiple texts throughout (at all grade levels, and in reading, writing, and oral language).

- There will be a greater need for combinations of texts that can be used together.
- Need for greater emphasis on text synthesis (how to combine the information from multiple sources into one's own text or presentation).
- Need for greater emphasis on comparative evaluation and analysis.

Teaching Reading is Urgent

A student at the 10th percentile reads about 60,000 words a year in 5th grade.

A student at the 50th percentile reads about 900,000 words a year in 5th grade.

Average students receive about 15 times as much practice in a year.

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

(Anderson, Wilson, & Fielding, 1988)

7. Writing about text



- Past standards have emphasized writing as a free-standing subject or skill.
- The common core puts greater emphasis on the use of evidence in writing.
- Thus, the major emphasis shifts from writing stories or opinion pieces to writing about the ideas in text.
- Writing will need to be more closely integrated with reading comprehension instruction.
- The amount of writing about what students read will need to increase.
- Greater emphasis on synthesis of information and critical essays than in the past.

Florida's Common Core State Standards Implementation Timeline

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Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

F - full implementation of CCSS for all content areas

L - begin full implementation of content area literacy standards including: (1) use of informational text, text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

Conclusion



The promise of standards:

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for districts to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.